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ABSTRACT

Part of a training curriculum designed to prepare a multidisciplinary team of preservice/inservice personnel to deliver vocational and special education experiences for disabled individuals, this competency-based module focuses on model vocational special needs programs. Content includes rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, and learning activities and alternatives. Attachments include the following: (1) a list of promising quality program indicators for public school transition of students with exceptional needs; (2) four charts showing major programmatic components of a transition model for students with mild and severe disabilities (types of school delivery systems, regular programming, adapted programming, and special and individualized programming); (3) critical factors impacting conceptual models of the transition process; and (4) a list of resources and a selected bibliography. (JW)

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MODULE 8

PERSONNEL TRAINING: MODEL VOCATIONAL SPECIAL NEEDS PROGRAMS

August 1986

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PREFACE

The following training curriculum was developed to prepare a multidisciplinary team of pre-/inservice personnel to deliver vocational and special education experiences for disabled individuals. This field-based work is designed to prepare personnel who provide vocational services for disabled youth with functional knowledge in varied cognate areas (vocational rehabilitation, vocational education, special education) as it relates to their discipline. A series of other training curriculum accompanies this module.

This curriculum presents a general training plan to be used by a trainer that is competency-based. It includes a rationale, objectives, prerequisites, evaluation procedures and criteria, content outline, learning activities and alternatives, and references and resources. Some of the training curriculums also supply a glossary of terms, summaries, and relevant monographs.

Dr. Bruce A. Ostertag
Project Coordinator and Co-Director

COMPETENCY

The trainee will demonstrate a working knowledge of the components, characteristics and quality indicators of model Vocational Special Needs Programs.

RATIONALE

Research has lacked the critical need for the development of a formal program model to insure the successful transition of special needs students from school to work. In addition, there is strong evidence that a model or system should be adopted and implemented at the state and local levels, and throughout and among the critical service delivery systems and key stakeholders. Knowledge of steps to establish a model will allow trainees to fully utilize the school and community services available for handicapped students special vocational education and training.

OBJECTIVES

As the following pertains to the vocational education of handicapped students, the trainee will demonstrate the ability to:

1. report upon key quality program indicators
2. report upon the major four programmatic components of a transition special vocational model
3. develop a programmatic model for special vocational transition
4. relate the implementation of model components and quality program indicators in local agencies

PREREQUISITES

Trainees will be required to demonstrate the ability to:

1. describe the various categories of students in special education
2. define personal philosophy related to the integration of special education students in vocational programs
3. define personal philosophy related to providing vocational education to handicapped students
4. describe the scope and sequence of a vocational education process

EVALUATION PROCEDURES AND CRITERIA

Objective	Procedure	Criteria
1. Report upon key quality program indicators	Completion - written report on quality indicators grouped by function (use Attachment A)	Written critique and grade/Ins. 90% or average
	Objective exam	90% or above
2. Report upon the four major programmatic components of a model	Completion - oral group report by job - alike including regular adapted, special and individualized (use Attachment B)	Group/Ins. critique
	Completion - written summary	Written critique and grade/Ins.
	Objective exam	90% or above
3. Develop a Programmatic Model for Special Vocational Transition	Small group implementation of critical factors in developing a conceptual model (use Attachment C) a. Identify three examples of agencies, personnel, procedures, processes and policies appropriate to five factors (use Attachment C) b. Do so for each trainee job - alike group	Informal monitoring/ Ins.
	Completion - oral report on above activities	Group critique/Ins.
	Completion - written summary of the above activities	Written critique and grade/Ins.
4. Relate the implementation of model components and quality program indicators in local agencies	Small group completion, written summary of a local model special vocational program from one of the job - alike schools/agencies to include responses to the items below: a. Does the model satisfy the five factors of measurability, timeliness, specificity, compatibility, and flexibility?	Written critique and grade/Ins.

Objective	Procedure	Criteria
	b. What Quality Program Indicators from Attachment A does the model have? Doesn't it have?	
	c. Relate the programming options from Charts II, III & IV (Attachment B) to the school or agency being examined	
	Completion - oral report on above activities	Group critique/Ins.
	Completion - written group summary on the above	Written critique and grade/Ins.

CONTENT OUTLINE

The following outline contains the sequence of information as it will be presented to the trainee.

1. Objective 1: Report upon key quality program indicators
   A. Attachment A, "Promising Quality Program Indicators for Public School Transition of Students with Exceptional Needs" - class discussion
   B. Instructor lecture on quality indicators and relevant literature. See Bibliography, Attachment E
   C. Graded examination/written

2. Objective 2: Report upon the four major programmatic components of a model
   A. Attachment B, "Major Programmatic Components of a Transition Model for Students with Mild and Severe Disabilities" - class discussion
   B. Small groups, by job - alike, discuss the four types of programs in a special vocational model
   C. Small group written summary
   D. Graded examination (written)

3. Objective 3: Develop a programmatic model for special vocational transition
   A. Attachment C, "Critical Factory Impacting Conceptual Models of the Transition Process"
   B. Small groups develop their own model based on the critical factors
   C. Written summary of efforts/results
   D. Informal oral report to other trainees of their model including, but not limited to:
      1. Three examples of agencies, personnel, procedures, processes and policies appropriate to the five factors
      2. Include examples from each job - like group in the model or models

4. Objective 4: Relate the implementation of model components and quality program indicators in local agencies
   A. Small group work to investigate a local model that includes the following items:
      1. Does this model the five factors in Attachment C?
      2. From Attachment A, list what program indicators the local model had and didn't have
      3. Describe the local model in terms of the types of programming options available in Charts II, III, and IV from Attachment B
      4. Group oral and written reports, critique
      5. Group submission of written report, critique

LEARNING ACTIVITIES AND ALTERNATIVES

Objective	Facilitating Activities/Alternatives
Report upon key quality program indicators	Individual research projects by trainees on quality program indicators Instructor lecture Panel of experts - presentation with question/answer session
Report upon the four major programmatic components of a model	Instructor lecture - overview of four major components Individual research report by trainees
Develop a programmatic model for special vocational transition	Instructor lecture Individual review by trainees of pertinent information Individual interviews by trainees of personnel from representative areas Critique of agencies' implementation of policies
Relate the implementation of model components and quality program indicators in local agencies	Compare and contrast agencies' implementation and potential implementation Interview of agency personnel for their point of view Instructor lecture Individual report

ATTACHMENT A

Promising Quality Program Indicators for
Public School Transition of
Students with Exceptional Needs

by
Patricia Dougan
January 1986

1. Individualization of instruction;

2. Least restrictive environment training;

3. Community based programming;

4. Critical functioning skill training when developmental skill training is no longer appropriate;

5. Student/employer contracts for change;

6. Significant other interview;

7. Age appropriate activities;

8. Consideration of student ability;

9. Sequencing of activities;

10. Preschool -12+, transition component in IEP's;

11. IEP team members are inserviced to focus on the result, i.e. transition from school to work;

12. Academics and career education are not separate curricula;

13. Special education staff know curriculum modification, learning strategy and classroom management techniques; regular educators are coached by special educators in those strategies;

14. Local and state interagency agreements are evaluated against criteria stated therein;

15. Students have a written resume showing a volunteer and three paid position employment history at school graduation;

16. Work adjustment training is essential to the job placement;

17. Special education students utilize regular education resources in integrated settings, including: work experience education, the career center, career days, counseling, vocational education classes, clubs and ROP/C;

18. Transition advocacy training is available for parents, by parents;

19. There is a two and five year, post-school employment follow-up of students by school administration that is public shared in local newspapers;

20. Vocational interest assessment begins in junior high;

21. Parents of preschool and elementary-aged children receive information and training that emphasizes home responsibility and work ethic training for their child;

22. Parent seminars on with SSI/SSDI and Medical;

23. Program goals, objectives and results are well documented;

24. Business and community support of the local special education transition goals for students in the form of funds, job sites and participation on curriculum planning groups;

25. Incentives for employers to open up student training sites and to hire students;

26. Clear, specific planning;

27. Schools and programs are successfully marketed in their local community;

28. Ongoing, statewide program evaluation;

29. Unsubsidized employment;

30. Emphasis on a variety of student work experience;

31. Local and statewide inservice training opportunities are promoted for key stakeholders;

32. Transition programs are fiscally sound;

33. Schools adopt a functional skills approach to determining secondary special education curricula;

34. Individual transition plans are required for each student at least six years prior to graduation;

35. There is an articulated and strong partnership within departments and between state divisions, agencies and organizations to support local planning;

36. Research is sponsored that evaluates the impact of quality indicators and their correlation to transition success for students;

37. Model program dissemination and replication are financially supported by the State Department;

38. Quality programs aren't financially orphaned;

39. There exists a continuum of least restrictive vocational services in the school and community;

40. Services are provided in a heterogeneous normal environment with chronological age-appropriate peers;

41. There is a local, written articulated transition service model for educational programming and coordination;

42. The majority of occupational training is done in integrated, community settings;

43. Parent/professional partnership training is available;

44. Cross-discipline and cross-agency inservice training is available based on a local personnel development needs assessment;

45. A person(s) or an inter-disciplinary/agency committee is assigned to oversee local programs and provide support;

46. Written guidelines are provided to resolve conflicts resulting from differing mandates and differing interpretations of federal and/or state laws;

47. There is a clear philosophy that vocational education is essential for special needs students to transition from school to work;

48. The local program has a person(s) that is responsible for monitoring and advocating for the program;

49. A written outline of program options, curriculum options, and support services available in the district;

50. Voids in program and curriculum options are annually assessed and strategies are implemented to fill those voids;

51. Personnel are identified who will be involved in all components of the transition effort;

52. Inservice topics are appropriate to the personnel involved;

53. Inservice presentors are appropriate for the topics involved;

54. District transition implementation plan;

55. Follow-up and coaching is available to personnel;

56. Secondary special educators have secondary, not elementary, preservice training backgrounds.

ATTACHMENT B

Major Programmatic Components of a Transition Model
for Students with Mild and Severe Disabilities

Best Practices

Transition is a process that results in an outcome, a productive and quality life following school or agency services. School services are made up of a broad array of programmatic alternatives that may or may not be coordinated and may or may not be available to all students, irregardless of their ability. Transition is a framework of equally accessible learning interventions for students. Based on ongoing-assessment, students take advantage of learning opportunities that lead them to this outcome of transition, a productive and quality life. Simply, transition is "school to work". Students with special needs are integrated into occupational learning experiences and instructional settings at levels which are compatible with each students' ability. The level of integration can be grouped into four vocational alternatives: regular, adapted, special and individualized vocational education programs. The types of delivery systems and best practices used to assist students with special needs succeed in transition are summarized in the following charts:

Chart I	Types of School Delivery Systems
Chart II	Regular Programming
Chart III	Adapted Programming
Chart IV	Special and Individualized Programming

CHART I

Major Programmatic Components of a Transition Model
for Students with Mild and Severe Disabilities

Best Practices: Types of School Delivery Systems

ELEMENTARY	JUNIOR HIGH	HIGH SCHOOL	
		BASIC SKILL AND EMPLOYABILITY TRAINING TO DEVELOP:	VOCATIONAL EDUCATION CURRICULUM TO DEVELOP:
1. Basic skill development	1. Same	1. Basic skill development	1. Same
2. Critical skills training	2. Same	2. Critical skills training	2. Same
3. Mediated learning experiences	3. Same	3. Mediated learning experiences	3. Specific occupational skills (in three clusters)
4. Career education	4. Same	4. Career education	4. Job market skills
	5. Vocational interest assessment	5. Secondary learning strategies	5. How to get a job, how to keep a job, and how to leave a job skills
	6. Exploratory work experiences	6. Personal skills, attitudes, and values	6. Vocational or general experience in three job clusters that are in integrated community settings
		7. Communication and computational skills	
		8. Employability skills - job readiness	
		9. Broad occupational skills in exploratory work experience	
		10. Foundation for career planning and lifelong learning skills	
		11. Social skills (with non-handicapped peers)	

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CHART II

REGULAR PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
Regular Vocational Program	Students receive instruction in the same classroom/laboratory as their non-handicapped peers and are expected to achieve the same basic minimum performance standards. Target population: students with special needs (typically the physically disabled) who can participate in a particular regular program with no or very minor modifications.	Specialized vocational counseling and placement services must be available to all handicapped program participants. (P.L. 98-524, The Carl Perkins Act).	Graduation followed by employment, post-school vocational training or college.

Transition Without Special Services

These students essentially find their own employment. They get jobs through their families, neighbors, or someone they know in the community. Vocational Education teaches skills and resources, e.g. job-seeking and interviewing skills. Vocational Education is designed to be responsive to the needs of the community labor market and is an excellent source of employees for the various community employers. Vocational and/or special educators may act as Career/Vocational counselors or Transition Specialists. (This is OSERS - the federal Office of Special Education and Rehabilitation Services, definition of "Transition Without Special Services".

NOTE

Charts II, III, and IV are adapted from "A Mainstreaming Continuum for Vocational Education", Claire Olson Szoke and Sharon Vest, To Serve Those Who Are Handicapped, revised edition, Springfield, Illinois: Illinois Office of Education, Department of Adult, Vocational, and Technical Education, 1975 and "Implications for Inservice Training for Vocational Education Teacher Educators in Facilitating the Transition from School to Work", Dr. Lynda West's speech at The National Network Conference held in New Orleans, November 28-29, 1984. Dr. West is the Director of Missouri LINC.

CHART III

ADAPTED PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
Adapted Vocational Program	Instruction is altered to accommodate disabled students who could not otherwise be placed in the program.	Special equipment: specially designed work tables, hand instead of foot levers or vice versa, visual instead of audio warning signals, special safety equipment.	Graduation followed by employment or post-secondary vocational training in schools or agencies.
	Students receive instruction in the same classroom/laboratory as their non-handicapped peers and are expected to achieve the same basic minimum standards.	Special instructional materials: i.e. brailled large print materials; written instead of taped materials or vice versa; audio-visual materials; simplified step-by-step materials.	
	Target population: physically or mentally handicapped students who can participate in a regular vocational program if specialized services are provided.	Special support staff: i.e. special education resource instructors, interpreters, direct readers, instructor aides.	
		Specially trained vocational teacher and/or team teaching by vocational and special education personnel.	

Flexibility in scheduling: extended time to complete course, division of course into modules with flexibility as to number of modules completed.

Special student grouping as in Cooperative/ Learning.

Transition with Time-Limited Services

OSERS (Office of Special Education and Rehabilitation Services) has identified "Time Limited Services", such as vocational education, vocational rehabilitation, postsecondary vocational education, and other job-training programs, as temporary services that lead to employment. These services are characterized by taking a longer amount of time than regular programming and rarely end in employment following graduation. Additional training is usually needed but eventually, support services can be withdrawn.

CHART IV

SPECIAL AND INDIVIDUALIZED PROGRAMMING

TYPE OF PROGRAM	DESCRIPTION	SUPPORT SERVICES	INTENDED OUTCOMES
Special Vocational Program	Students receive instruction in a special class setting. Instruction may be provided in a class limited to individuals with a specific primary disability (e.g. mental retardation, severe emotional disturbance, hearing impairment) or the class may serve a heterogeneous group of students with similar needs.	Services described under adapted vocational education (see Chart III).	Job entry level skills in supported employment.
	Expected performance standards will typically differ from what is required of students in a regular program (i.e. differential standards).	Specialized curriculum design that emphasizes easily completed task components and entry-level job skills.	Prerequisite skills needed for entry into post-school training programs.
	Target Population: mentally or physically handicapped persons whose disability precludes integration into a regular vocational program.	Courses should be taught by vocational teachers with special preparation in instructing the handicapped or by a team teaching approach utilizing both vocational and special education personnel.	Introductory skills training designed to provide prerequisite skills for entry into a regular vocational education sequence.

	Training is usually of a semi-skilled nature (custodial training, nurse's aides, etc.).		
Individualized Special Vocational Program	Students receive instruction in an extensively individualized setting, i.e. laboratory setting. Expected performance standards will typically differ from those required of students in a regular program. Target Population: special needs persons in situations where special class placement is not feasible (e.g. low prevelance of handicapping condition and/or specialized vocational needs of the individual student).	Services described under Special tional Program gram (see above). Flexible modular scheduling approach whereby a special needs student participates in a regular vocational course for only a limited number of instructional modules.	Services described under Special Vocational Program (see above).

aka: Transition With Ongoing Services

OSERS has defined "Transition with Ongoing Services" as for youth and adults who need ongoing support in getting and keeping employment. Generally these students have severe disabilities and supported work or sheltered employment sites are needed. Social and residential ongoing, support systems are needed during this person's lifetime.

Attachment C

Critical Factors Impacting Conceptual Models of the Transition Process

	Similar Groups of Transition Model Characteristics/Issues				
General Factors	Measurability	Timeliness	Specificity	Compatibility	Flexibility
Specific Factors	Measurable, revisable transition policies	Effective identification and assessment of special needs students	Appropriate assignment of duties to specific personnel	Intra- and inter-institutional focus on transition processes	Adaptability and flexibility of staff and curricula
	Model must accommodate needs of individual local education agencies.	On-going efforts to identify and provide appropriate services.	Capable of measuring a student's progress.	Mutual understanding of goals, procedures, and languages of different agencies.	

A categorization of critical factors impacting conceptual models of the transition process.

Adapted from "The Transition of Special Needs Learners into Postsecondary Vocational Education", p. 44.

Attachment D

THE DISSEMIN/ACTION SECONDARY PRACTICES PORTFOLIO . . .

Ten practice collections, three publications lists,
a selected bibliography, and a paper on graduation requirements

Four items will be shipped with all orders: (1) *Overview of the Portfolio;* (2) *Table of Contents;* (3) *The Research Collection (75 annotations; 17 descriptions; 12 pp);* and (4) *The Related Resources Collection (36 descriptions; 12 pp).* A paper called *When Handicapped Children Grow Up* will also be included as long as supplies last.

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The Vocational, Prevocational, Career Education Collection

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* ALABAMA: Training for Life (2)

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* UTAH: Experience-Based Career Education Together (9)
* MISSOURI: Successful Career Planning through Assessment of Vocational Needs (9)

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* WASHINGTON: The Store Project (15)
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* WYOMING: School-Community Training Program (32)
* MINNESOTA: Project SERVE: Special Education Rehabilitation Vocational Education (33)
* OREGON: Portland State Model of Community-Based Vocational Training (33)
* WISCONSIN: Madison Public Schools Community Training Program (33)
* NEVADA: Lincoln County High School (34)
* NEVADA: Reno High School (34)

The Independent Living Collection

* CALIFORNIA: Project SAIL (Systems Adaptation for Integrated Living) (page 1)
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* TEXAS: Community-Based Work and Independent Training for Deaf-Blind Adolescents (6)
* OHIO: Independent Living Program (6)
* OREGON: Community Training Center (7)

The Adjudicated, Incarcerated, Corrections Collection

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* OREGON: Training Providers of Court Adjudicated Handicapped Youth (1)
* ILLINOIS: Model Master's Program with a Concentration in Correctional Education (1)

Dissemin/Action, Inc.
2150 Brisbane Avenue
Reno, Nevada 89503
702/747-7751

To: JUDY SMITH-DAVIS, The Dissemin/Action Project, Reno

From: _____

_____

_____Zip_____Phone ( )_____

PLEASE ADD MY PROGRAM TO THE CONTINUING EXPANSION OF THE SECONDARY PRACTICES PORTFOLIO. Here is my information:

TITLE OF PROGRAM/PROJECT/PRACTICE_____

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* Attach additional sheets if you wish.
* Use this form or write your own description separately.
* Handwritten descriptions are perfectly okay.
* We particularly want to hear from teachers.
* Be sure to include evaluation plans, and evaluation data if you have it.
* And YOU WILL be a part of the next collection!

ATTACHMENT E

VOCATIONAL SPECIAL NEEDS MODEL PROGRAM

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